Summary of Revisions for the GHS Proposal to Establish a Graduate Group and a Program of Graduate Studies in Global Health Sciences for the MS Degree February 2007

The following are the issues raised by the Graduate Council in the January 18, 2007 meeting to be addressed in the proposal:

1. To disaggregate the courses to reflect depth and identified leadership:

This has been addressed by reorganizing the courses into blocks for the Fall, Spring and Summer Quarters.

The Fall block is entitled Introduction to Global Health and is composed of two 4 unit courses: 201A Principles of Global Health and 201B Social, Economic and Cultural Determinants of Health (pp. 34-38, and p. 24-chart.)

The Winter block is entitled Global Health and Disease and is composed of two 4 unit courses: 202A Communicable Disease of Global Importance and 202B Non-Communicable Disease of Global Importance (pp. 38-41 and p. 24-chart.)

The Summer block is entitled Applied Global Health and is composed of one 4 unit course: 205 Measurement and Policy in Global Health (pp. 42-44 and p. 24-chart.)

The longitudinal seminar, Global Health Practice, has been increased to 3 units in Fall and Winter quarters and 4 units in Summer (the additional unit accommodates added time for student presentations) in order to allow greater time for independent work and professional development across the duration of the program.

The chart on p. 24 indicates the proposed course leaders for each of the courses. Two faculty will teach each of the 4 unit courses and 1 faculty will lead the Global Health Practice Seminar, which spans the Fall, Winter and Summer quarters. (pp. 41-42 and p. 24-chart.)

2. To more clearly define how the ePortfolio will be structured and used in the program:

Under the Competency-based Assessment Section, there is an expanded description of how the ePortfolio will be structured and utilized in the program (pp. 25-26.) Appendix 6 contains a detailed summary on electronic portfolio learning.

3. To clarify the role of committees for student exams:

The committee structure is explained under Qualifying Exams, and applies to both the qualifying and comprehensive exams (pp. 27-28.)

4. To specify the comprehensive exam process:

The comprehensive exam structure has been further defined and clarified (p.28). Additionally, we have reviewed the School of Nursing’s Master’s Comprehensive Examination Handbook and will adapt their scoring sheets for the Research Proposal to fit our Scholarly Project requirement.

5. To list the courses in an approvable format:

All courses are now listed on UCSF Course Forms and will be finalized and submitted for approval upon approval of this proposal (Appendix 7.)
6. To expand Faculty FTE support:
The budget has been revised and reflects the committee’s suggestions of increased faculty FTE time to support the teaching. Each of the five courses will have two course leaders for a total of ten faculty. They will be compensated for 15% of their time. Additionally, the Seminar Director will be compensated at 20% since s/he will be teaching across three quarters. The Program Director will be at 70% time and the Mentorship Director will start at 25% and increase over the years as the number of students increases (p. 45.)

7. To solidify commitments for course leaders:
The course leaders listed on the course chart (p. 24) have been proposed as the most qualified for and have expressed an initial interest in teaching the subject matter. Prior to the submittal of the course forms, all course leaders will review the material listed and finalize the course content.

8. To revise the GGGHS to include a core group to facilitate the management of the program:
Under Program Governance, a core group has been defined and will include the executive, curriculum and admissions committee members (as described in the by laws) as well as the course leaders. They will have the active and primary responsibility for the overall scope and breadth of the program. This is a more manageable size group to govern the program. The core group will bring issues for discussion to the GGGHS as needed (p.17.)

9. To define the difference between global health and public health:
This differentiation is referenced under the section of required courses in the paragraph about course design (p.20, paragraph 4.)

10. To clarify the difference between the UCB MPH program and this MS in Global Health Science program:
These differences are clarified under the section of Summary of Strengths (p.12) and under Relationship with UCB Schools (p.16.)